

# MOTIVATIONAL INTERVIEWING

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# OUTLINE

- The use of MI
- Stages of Change Theory
- Principles of Motivational Interviewing
- Philosophical Approach to Motivational Interviewing
- Specific Methods
- Incorporating Change
- Resources

# MI IN CORRECTIONS

- National Institute of Corrections, US Department of Justice using MI in:
  - prison and jail settings
  - probation and parole
  - juvenile probation
- Drug Court using MI in:
  - substance abuse treatment with high risk and high need offenders

# STAGES OF CHANGE THEORY

- Prochaska and DiClemente
  - Pre-contemplation
  - Contemplation
  - Action
  - Maintenance
  - Relapse



# PRE-CONTEMPLATION

- Not even thinking about change

# CONTEMPLATION

- Wax and wane toward the idea of change
- Often influenced by emotionally salient events
- *Is* the stage of ambivalence

# ACTION

- Ambivalence is gone
- Actually working on the change

# MAINTENANCE

- “Quitting smoking is easy. I’ve done it hundreds of times.”
- Behavior change takes repeated implementation of new life skills
- Changes in the physiology of our brain takes even longer
- This is often when services are withdrawn



# RELAPSE

- Return to the previous behavior
- Once there has been a lapse or relapse, the individual reenters at either:
  - Pre-contemplation
  - Contemplation
  - Action

# WHY TREATMENT LIKES WORKING WITH DEFENDANTS WHO ARE IN THE ACTION STAGE

- The tools fit well with their stage of change
- They cooperate and typically do what is suggested
- Staff tend not to experience anger, frustration and impatience
- Staff tend not to celebrate when they miss their appointment
- The HIDG factor

# WHY TREATMENT DOESN'T LIKE WORKING WITH DEFENDANTS WHO ARE IN THE PRECONTEMPLATION OR CONTEMPLATION STAGES

- Tools don't work with their stage of change
- They don't do what is suggested
- Staff tend to experience anger, frustration and impatience
- Staff tend to celebrate when they miss appointments
- Staff feel impotent



# SO WHAT DOES TREATMENT TEND TO DO?

- Spend more time with clients who are in the action stage than those who are not
- Use derogatory labels for those who are in the pre-contemplation or contemplation stage
- Forget that ambivalence is normal
- Train clients to lie to us
- Shrug our shoulders and say, "I can't help someone who doesn't want to be helped."
- Shrug our shoulders and say, "I can't help someone who doesn't admit to having a problem."



# WHO ARE OUR DEFENDANTS?

- Most of the tools we have are for individuals who are in the action stage
- It is estimated that 30% of individuals in mental health settings are in the action stage
- What is the estimated percentage of individuals in the action stage who are beginning participation in Drug Court?

# PRINCIPLES OF MOTIVATIONAL INTERVIEWING

- Express empathy
- Develop discrepancy
- Roll with resistance
- Support self-efficacy

# PHILOSOPHICAL APPROACH OF MOTIVATIONAL INTERVIEWING

- Nonjudgmental
- Reflection
- Change talk

# EIGHT METHODS OF EVOKING CHANGE TALK

- elaborating
- asking evocative questions
- using the importance ruler
- querying extremes
- exploring decisional balance
- looking back
- looking forward
- exploring goals and values



# ELABORATING

- Understand your defendant's world view
- Summarize ambivalence
- Begin to develop discrepancy between the polarized urges
- If comfortable, use your hands to create physical discrepancy
- Examples
  - So on one hand . . . and on the other . . .
  - Part of you wants . . . And the other part . . .

# ASKING EVOCATIVE QUESTIONS

- Emotional saliency is important for change to take place
- You know your question is evocative if the person has to think about his or her response
- Tone of voice is critical
- Examples
  - What if you choose to not stop using?
  - What if you decide to never quit?

# USING THE IMPORTANCE RULER

- Three Parts:
- First Part:
  - On a scale of 1 to 10, 10 being absolutely yes and 1 being no way, how motivated are you to . . . ?
- Ten is always the direction you want the change to go
- Sometimes it's necessary to exaggerate the extremes

# USING THE IMPORTANCE RULER

- Second Part:
  - Whatever number they give you, select one or two BELOW and ask: Why a 6 instead of a 4?
- By choosing a number below, you are eliciting change talk



# USING THE IMPORTANCE RULER

- Third Part:
  - Take a number or two above what they gave you and ask: What would it take to move you to a 7, not actually quitting, but a little more comfortable with the idea?
- Frequently, you have to reassure the defendant that you are not suggesting whatever the 10 represents
- Be sure to elicit something the defendant has control over
- Whatever the defendant tells you becomes the “treatment plan”

# USING THE IMPORTANCE RULER

- Make sure the plan is something the defendant can actually accomplish
- Work with the defendant regarding potential barriers to the plan and appropriate solutions
- Set an appropriate time line for implementing the plan
- Sometimes an appropriate plan is that the defendant will think about the issue

# USING THE IMPORTANCE RULER

- Sometimes the issue is not importance or motivation, but confidence
- This is often obvious when the defendant provides an 8 or 9 on the Importance Ruler and yet remains stuck
- The ruler can be used the exact same way as a Confidence Ruler
- If you believe motivation has increased, use the ruler again



# QUERYING EXTREMES

- Always target CURRENT behavior
- Example
  - What's the worst thing about it?
  - What's the best thing about it?



# EXPLORING DECISIONAL BALANCE

- Always target CURRENT behavior
- Elicit pros and cons

# LOOKING BACK

- Always target CURRENT behavior
- Example:
  - When was the last time . . . really worked?
- The phrase “really worked” refers to all aspects of life
- If this elicits a poignant reply, your best response is silence

# EXPLORING GOALS (LOOKING FORWARD) AND VALUES

- Three Parts:
- First Part:
  - What do you see yourself doing five years from now?
- Do not use with individuals who are:
  - Actively suicidal
  - Terminal

# EXPLORING GOALS (LOOKING FORWARD) AND VALUES

- Second Part:
  - What are your top five values and why?
- Define a value if necessary
- Always get five (never settle for “I don’t know” from people)



# EXPLORING GOALS (LOOKING FORWARD) AND VALUES

- Third Part:
  - Tell me how your (current behavior) fits with these values?
- Tone of Voice is Critical
- This technique alone has been correlated with change

# INCORPORATING CHANGE

- Semantics are important
- When appropriate, educate the treatment teams, including treatment staff and attorneys
- Choose one technique at a time to practice
- Continue to practice despite any discomfort

# RESOURCES

- TIPS Manual (SAMHSA)
- Project Match (NIAAA)
- Motivational Interviewing (Miller and Rollnick)
- [www.motivationalinterview.org](http://www.motivationalinterview.org)